

South Dakota State University  
Department of Communication Studies and Theatre  
**SPCM 101- Fundamentals of Speech (3 credits)**  
Spring 2014

**Instructor:** Joshua Westwick, Ed.D.  
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**Office Hours:** Tuesday/Thursday 1:00 to 4:00 p.m. or by scheduled appointment

**Course Meeting Time and Location:**

Lecture: Mondays 2:00-2:50 p.m. in Avera 0043  
Lab: Section 7 - Tuesdays and Thursdays 8:00-8:50 a.m. in Crothers 305  
Section 12- Tuesdays and Thursdays 9:00-9:50 a.m. in Crothers 307  
Section 35 - Tuesdays and Thursdays 11:00-11:50 a.m. in Crothers 305

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**Course Description:** Introduce the study of speech fundamentals and critical thinking through frequent public speaking practice, including setting, purpose, audience and subject.

**Course Prerequisites:** None

**Required Course Textbook:** Public Speaking: Strategic Choices – 7<sup>th</sup> Edition (Laurie L. Haleta)

**Required Course Materials:** You will need to purchase one bundle of white, 4 x 6 inch notecards. These items are available at the SDSU Bookstore or Wal-Mart.

**Instructional Methods:** This course will meet in a lecture/lab format. The lectures will utilize active and collaborative learning which is facilitated through discussion, small group activities, and technology. The labs offer a more personal space for speech development, delivery, and assessment. Out-of-class readings, exercises, research, and writing assignments will supplement both the lecture and lab meetings. Students are expected to be prepared for class and ready to actively participate in each setting.

**Desire2Learn:** (<https://d2l.sdbor.edu/index.asp>)

Desire2Learn (D2L) will be used for some aspects of this course. I will use D2L for posting lecture content, speaking orders, and other course announcements. Furthermore, both course exams will be completed through D2L. Finally, you can track your course progress through the D2L grade book.

**Student Learning Outcomes:**

This course fulfills the System Graduation Requirement Goal #2: Oral Communication – Students will communicate effectively and responsibly through listening and speaking. They will achieve this goal through the following student learning outcomes:

1. Prepare and deliver speeches for a variety of **audiences and settings**;
2. Demonstrate **speaking competencies** including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery;
3. Demonstrate **listening competencies** by summarizing, analyzing, and paraphrasing ideas, perspectives, and emotional content.

This course also fulfills the System Graduation Requirement Goal #7: Information Literacy – Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and

effectively use information from a variety of sources with intellectual integrity. They will achieve this goal through the following student learning outcomes:

1. Determine the extent of information needed;
2. Access the needed information effectively and efficiently;
3. Evaluate information and its sources critically;
4. Use information effectively to accomplish a specific purpose;
5. Use information in an ethical and legal manner.

**Course Objectives/Learning Outcomes/Assessment:**

This course is intended to provide you with a comprehensive understanding of oral communication. Moreover, keeping in mind the society that this institution serves and the needs of the students, this course is designed to help students communicate effectively and respond in any situation by guiding them in acquiring the curiosity and desire for full and adequate knowledge, sound judgment in using this knowledge, the skills necessary to convey knowledge and judgment, and the ability to respond critically to the communication of others. The Student Learning Outcomes will be met by helping the students develop skills in the following areas:

<b>Course Objectives</b>	<b>Learning Outcome</b>	<b>Assessment</b>
1. Analyze the occasion during which one’s remarks are to given, analyze the person or group to whom one’s remarks are to be directed, adapt one’s remarks to the specific and immediate audience, and establish and maintain a circular response with the audience.	SGR 2; SLO 1, 2, 3 SGR 7; SLO 1	Personal Attitude Speech Informative Speech Indictment Speech Propositional Speech Group Discussion Self-Reflection Examinations
2. Conduct adequate and accurate research using all available resources (personal, philosophic, scientific, etc.), and utilize these materials in preparing remarks for a specific occasion.	SGR 2; SLO 1, 2, 3 SGR 7; SLO 1, 2, 4	Informative Speech Indictment Speech Propositional Speech Group Discussion Self-Reflection Examinations
3. Effectively analyze, critically evaluate, select and organize research materials.	SGR 2; SLO 1, 2 SGR 7; SLO 3, 5	Informative Speech Indictment Speech Propositional Speech Group Discussion Self-Reflection Examinations
4. Use oral language effectively, accurately, and correctly.	SGR 2; SLO 1, 2	Personal Attitude Speech Informative Speech Indictment Speech Propositional Speech Group Discussion Examinations
5. Use the voice and body effectively as communicative instruments.	SGR 2; SLO 1, 2	Personal Attitude Speech Informative Speech Indictment Speech Propositional Speech Self-Reflection Group Discussion
6. Critically evaluate the remarks of others.	SGR 2; SLO 3 SGR 7; SLO 5	Speech Criticism Examinations

**Attendance Policy:**

Attendance will be taken at every class meeting. Absences which are considered to be unexcused will result in a **five point deduction** for each unexcused absence. The total unexcused attendance points will be deducted from the final point total at the end of the semester. The following policies highlight the types of absences which will be considered excused:

**Absence due to personal reasons:** Any exceptions to the faculty member's written attendance policy due to verified medical reasons, death of a family member or significant other, or verified extenuating circumstances judged acceptable by the instructor or the Office of Academic Affairs, will be honored. If a student has an accident, falls ill, or suffers some other emergency over which he/she has no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports or statements from health care provider) to show the instructor. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible. Absences for vacations, breaks, or personal interviews do not constitute a valid reason for absence.

**Absence due to approved university-sponsored/recognized trips:** Faculty and administration will honor officially approved absences where individuals are absent in the interest of officially representing the University. Appropriate sanctioned activities include:

- Collegiate club sports and competitions;
- Conferences and workshops recognized by the University not related to academics;
- Commitments on behalf of the University (Students' Association, Band, Choir, etc.);
- Intercollegiate athletics; and
- Professional activities recognized by the University related to academics (professional conference attendance, etc.).

Requests for excused absences must be submitted one week prior to the trip or event. Students must present the completed approved trip absence card to the faculty member prior to the trip or event to have an official excused absence. Faculty members are not required to honor incomplete or late cards.

**Students with official excused absences:** Students with excused absences will be given appropriate make up work or instructor-determined equivalent opportunities for obtaining grades as students who were in attendance. Students with official excused absences are not to be penalized in course progress or evaluation. However, should excused absences be excessive, the faculty member may recommend withdrawal from the course(s) or a grade of incomplete to the student.

**Mediation on absence:** Arrangements should be negotiated with faculty members. If this is not possible, the students should go first to the department head, and if necessary, next to the dean. The student may contact the Office of Academic Affairs if conflict cannot be resolved at these levels.

**Academic Integrity:** Student Academic Integrity and Appeals: The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. [University Policy 2.4](#) sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The [Policy and its Procedures](#) also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

**Other Course Policies:**

1. Students must fully accept their listener-critic academic responsibility through daily attendance and active participation in course discussion and activities.

2. Students must speak at the assigned time unless you have an excused absence. The instructor will post speaking orders on D2L.
3. Students must secure approval of the speech topic and thesis prior to speech delivery. Failure to do so may result in a topic or thesis that fails to meet the needs of the assignment.
4. Students should be prepared to turn in two copies of their outline and other supporting materials on the day of their speeches.
5. Students must have their outlines reviewed by their instructor. Students who fail to have their outlines checked on the assigned day will not be allowed to present their speeches for a grade.
6. Students who have questions about an assignment or grade are encouraged to see their instructor or the director of the basic speech course.

### **Physical or Learning Disabilities:**

Any student who feels s/he may need an accommodation based on the impact of disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

### **Freedom in Learning:**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college which offers the class to initiate a review of the evaluation.

**Assignments: Specific assignment information can be found on page 121 of your textbook.**

### The Personal Attitude Speech

This speech on personal attitude is intended to be an icebreaker. Over the years, you have formulated ideas and attitudes that you want to communicate publicly to others. Often you have little or no chance to express these beliefs in an academic setting where they can be analyzed and discussed. As a consequence, your opinions often are part of your daily communication without your own reflective thinking or others' analysis. This introductory assignment also will give you the opportunity to become acquainted with your classmates' beliefs. This will help you analyze your audience so you can better relate your ideas to that audience in future speeches.

### The Informative Speech

Using language with clarity is an art. It involves choosing and using words that relate best to the speaker's intended purpose and meaning for a specific audience. Words have connotative and denotative meanings. If these meanings express different ideas, audience members will attach whichever meaning they usually associate with the word. When the speaker and the listener agree on the meaning, the communication is effective.

This assignment gives you a chance to develop your language and organization and reduce the "fuzziness" sometimes attached to messages so your audience will receive your intended meaning and feelings. Good organization of your ideas will make it easier for your audience to understand your speech and will aid you, the speaker, as well.

### The Indictment Speech Assignment

The indictment speech assignment begins the ultimate thrust of the course. This speech is intended to maximize your ability to do research on a critical issue and apply that research to verbal advocacy in changing the status quo. Basically, you must (a) research an issue to determine whether a problem exists with the status quo; (b) formulate a proposition of policy that would lead to a change in those conditions; and (c) develop a speech that proves, using evidence and reasoning, that a problems truly does exist—hence justifying the thesis.

### The Propositional Speech Assignment

The propositional speech is the culmination of your individual effort to convince an audience to accept your policy thesis. Often, people end their public speaking with an indictment of a system. Sound rhetorical practice, however, generally goes one step farther—presenting a responsible solution to the problem you have proven to exist.

### The Group Discussion Speech Assignment

Your group assignment is to solve a contemporary problem collectively in a panel discussion format. History has indicated that when significant problems are beyond the scope of the individual communicator, people have banded together to solve problems. Often, through verbal cooperation among individuals, seemingly unsolvable problems have been put into proper perspective and dealt with satisfactorily.

### The Speech Criticism Assignment

This assignment is designed to accomplish the course objectives through criticism. Criticism is the use of our abilities to clarify our reactions, to gather specific instances to support our reasons, and to suggest ways in which we might improve our presentation. Some of the benefits of this assignment are to see yourself as your peers do. The feedback you receive should strengthen or weaken previous self-criticism of your speeches. It also should help you speak in the future. Further, because you most likely will be approached through speech to accept another's ideas or products, it should help you make rational judgments of others' persuasive ideas.

### Examinations

Two individual written exercises for each student will be completed on D2L. Subject matter of the test intends to conduct an assessment of the material presented in class and the textbook readings which have been covered during the semester. Each exam will test your knowledge of core course principles and assess your understanding of the core course principles. Students will log onto D2L during the assigned time and have 35 minutes to complete the exam. The exam will consist of multiple choice and true/false questions. The exam is to be completed individually. Any form of exam collaboration (i.e. working in teams, having the assistance of others, or assisting others) will result in the failure of the exam. In addition, students may fail the course and be referred to student affairs for judicial action.

### **Academic Success/Starfish**

- As your professor, my goals are to help you be successful in this course and to make your learning experience as meaningful as possible. For that reason, if you demonstrate any academic performance or behavioral problems that may impede your success, I will communicate with you using Starfish. Starfish is an online student success program that allows me to send various performance updates to you and to those dedicated to supporting your success at SDSU. If you receive a notification in Starfish, please come see me or seek assistance from your advisor, the Student Success Center, or other campus resources.
- Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L in the top left corner of your homepage.

### **Grading Information:**

#### Grading Scale

100 points possible per assignment, including exams.

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 69	= D
59 and below	= F

Final letter grade is determined by:

720 – 800	= A
640 – 719	= B
560 – 639	= C
480 – 559	= D
479 and below	= F

You can track your course progress by accessing the electronic grade book on D2L.

## My Grades

<b>Assignment</b>	<b>Possible Points</b>	<b>Points Earned</b>
Personal Attitude Speech	100	
Informative Speech	100	
Indictment Speech	100	
Propositional Speech	100	
Group Discussion	100	
Speech Criticism	100	
Midterm Exam	100	
Final Exam	100	
<b>Sub-Total</b>	<b>800</b>	
Attendance		(-)
<b>TOTAL</b>	<b>800</b>	

### **Extra Credit:**

Students may drop-in for an instructional session at Hilton M. Briggs Library this semester. Instructional sessions will be held in one of the library classrooms and last about 30-50 minutes. Attendance for each session is limited to 30 participants on a first-come, first-served basis. Don't miss this opportunity to learn about a new resource or fine-tune your searching skills – 20 points of extra credit are possible! The drop-in session schedule is available online at <http://libguides.sdstate.edu/speech101>

### **Library Resources:**

Briggs library has created a resource page that offers many useful tips on speech preparation, information literacy, and links to other useful information. I recommend that you become familiar with this site as it will prove useful throughout the semester. Visit the Speech 101 resource page at <http://libguides.sdstate.edu/speech101>

### **Criteria for Grading Speeches:**

The grade of "C" is the usual grade for a speech that meets all of the requirements of the assignment satisfactorily. Specifically, for the grade of "C," a speech should:

1. Achieve the general purpose of the assignment (inform, persuade, etc.).
2. Stay within the time limits (a 5-minute speech should not be shorter than 4½ minutes or longer than 5½ minutes).
3. Develop a clear and concisely worded central idea: thesis statement, proposition, or question of policy.
4. Develop relevant main supporting points.
5. Use relevant and varied verbal supports for each main point.
6. Demonstrate the basic essentials of sound organization and outlining.
7. Fulfill the special requirements for the assignment that the instructor may make, such as use of two examples or support by means of statistics or testimony.
8. Demonstrate reasonable standards of intellectual achievement in developing the subject and supportive assertions.
9. Achieve reasonably direct and communicative delivery.
10. Use acceptable grammar, pronunciation, and clear articulation.
11. Demonstrate an understanding of the additional elements of style, such as accuracy, clarity, appropriateness, and vividness in language use.
12. Demonstrate adequate audience adaptation.

The grade of "D" or "F" are the normal grades for speeches that fail, to a greater or lesser extent, to meet the standards outlined for the grade of "C."

The grade of "B" is the normal grade for a speech that, in addition to meeting the standards for the grade of "C," should:

1. Contain above-average use of elements of style with special interest in vividness.
2. Be of more than average in stimulating quality that challenges the audience.
3. Demonstrate skill in winning understanding of unusually difficult concepts, or in winning agreement from an audience initially disposed to disagree.
4. Demonstrate mastery of the various means of supporting ideas.

The grade of "A" is the normal grade for a speech that, in addition to meeting the standards for the grades of "C" and "B," should:

1. Constitute a genuinely individual contribution to the thinking of the audience.
2. Achieve variety or flexibility of thought and feeling demanded by the subject and the speaker-audience relationship.
3. Illustrate skillful mastery of internal transitions and emphasis of the main ideas.
4. Establish a rapport of a high order through style and delivery that achieves a communicative secular response from the audience.

The faculty aims to help every student who is conscientiously meeting all of his or her responsibilities to achieve at least a grade of "C," although some may be unable to do so. The final semester grade will be based upon classroom participation, attitude, written work, examinations, and class attendance.

Other grading specifics include:

1. Speeches and exams missed without a valid excuse will be graded "0."
2. Speeches that do not meet established time limits will be graded lower.
3. Speeches that do not meet the requirements regarding the use of notes will be graded lower.
4. Violations of other listed assignment requirements will result in a point deduction.

### Course Schedule - Lab

<u>Date</u>	<u>Class Activity</u>	<u>Extended Assignments</u>
January 14	Roll Verification, Small Group Activity & Course Introduction	
16	Course Introduction & Syllabus Review	
21	Personal Attitude Outline Check	Outline Due in Lab
23	Personal Attitude Speeches	
28	Personal Attitude Speeches	
30	Personal Attitude Speeches	
February 4	<b>Speech Preparation Lecture</b>	<b>Chap. 5, 6, 7</b>
6	Informative Speech Outline Check	Outlines Due in Lab
11	Informative Speeches	
13	Informative Speeches	
18	Informative Speeches	
20	Informative Speeches	
<b>25</b>	<b>Midterm Exam—NO CLASS</b>	
27	Indictment Speech Outline Check	Outlines Due in Lab
March 4	Indictment Speeches	
6	Indictment Speeches	
<b>10-14</b>	<b>Spring Break</b>	
18	Indictment Speeches	
20	Indictment Speeches	
25	Indictment Speeches	
27	Propositional Outline Check	Outlines Due in Lab
April 1	Propositional Speeches	
3	Propositional Speeches	
8	Propositional Speeches	
10	Propositional Speeches	
15	Propositional Speeches	
17	Group Work Day	
22	Group Work Day	
24	Group Panel Discussion	
29	Group Panel Discussion	
May 1	Group Panel Discussion	

### Course Schedule - Lecture

<u>Date</u>	<u>Class Activity</u>	<u>Extended Assignment</u>
January 13	Class Intro & Personal Attitude Assignment	Chap. 1, 2, 3; App. 121-126
20	<b>No Class—Martin Luther King Jr. Holiday</b>	
27	Informative Assignment/ Speech Preparation	Chap. 8 & 11; App. 127-134
February 3	Information Literacy	
10	Indictment Assignment	Chap. 12; App. 135-142
17	<b>No Class—President's Day Holiday</b>	
24	Speech Criticism	App. 147-155
March 3	Listening	Chap. 4
17	Language, Delivery & Public Speaking	Chap. 9 & 10
24	Propositional Assignment	App. 143-146
31	Communication in Life	Chap. 1
April 7	Intercultural Communication	
14	Group Discussion	Chap. 13 & Pages: 157-161
21	Great Speeches	App. 163-164
28	Final Exam Review	

**Exam Dates:**

**MIDTERM**

**Tuesday, February 25, 7:00 a.m. – 8:00 a.m.**

**D2L**

**FINAL**

**Friday, May 9, 7:00 a.m. – 9:00 a.m.**

**D2L**